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TEACHER WORK VALUES AND DECISIONAL STATES.

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

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degree of

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By

DONALD E. RICHARDSON

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AND

DECISIONAL STATES

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TABLE OF CONTENTS

Chapter		Page
	Acknowledgements	iii
	List of Tables	vi
I.	INTRODUCTION	1
	Background of the Problem	1
	Statement of the Problem	6
	Research Questions	6
	Definition of Terms	6
II.	THEORETICAL FRAMEWORK AND RESEARCH	8
	Statement of Hypothesis	12
	Research Question No. 1	12
	Research Question No. 2	12
	Research Question No. 3	12
III.	RESEARCH DESIGN	13
	Sampling	13
	Description of the Instruments	14
	Method of Collecting the Data	15
	Method of Analyzing the Data	17
	Limitations of the Study	18
IV.	PRESENTATION AND ANALYSIS OF DATA	20
	Central Hypothesis	20
	Research Question No. 1	22
	Research Question No. 2	25
	Research Question No. 3	27
V.	CONCLUSIONS AND IMPLICATIONS	28
	Summary	28
	Conclusions	30
	Implications	31
REFERENCES		35

APPENDIX A 38

APPENDIX B 43

APPENDIX C 46

LIST OF TABLES

Table		Page
I.	Variables for Study	16
II.	Chi Square Distribution of Decisional States and Work Values	24
III.	Comparison of Decisional States in Four Studies.	32
IV.	Chi Square Distribution of Years of Experience and Decisional States	47
V.	Chi Square Distribution of Years of Experience and Work Values	48
VI.	Chi Square Distribution of Decisional States and Age	49
VII.	Chi Square Distribution of Work Values and Age	50
VIII.	Chi Square Distribution of Sex and Decisional States	51
IX.	Chi Square Distribution of Sex and Work Values	52
X.	Chi Square Distribution of Level and Decisional States	53
XI.	Chi Square Distribution of Level and Work Values	54

CHAPTER I

INTRODUCTION

Since demands of teachers both collectively and individually to have a greater voice in the overall organizational process have become more pronounced in recent years, public school systems have initiated collective bargaining procedures to allow input from teachers. For this reason, the issue of teachers' involvement in organizational decision making has been a matter of increasing interest in educational administration. However, there is little research available addressing how teachers perceive their involvement in organizational decision making and how this decision making relates to their work values.

One reason for the interest in teachers' perceived level of impact on the decision making process is that administrators assume that a greater satisfaction level will be achieved by employees as a result of a higher degree of participation. To some degree the work of Coch and French (1948), who found that production was enhanced by greater employee input in the decision making process, substantiates this belief. Additionally, Stinnet, Kleinmann, and Ware (1967), found that teacher militancy in part is a reflection of an increased desire for participation in organizational decision making.

The concept that employee satisfaction will be enhanced by a higher degree of participation, is based on the assumption that all employees would prefer more input into the decision making process. However, research by Belasco and Alluto (1972) found that teachers differed in their preference for participation in organizational decision making. They termed these differing states as deprived, equilibrium, and saturated. Teachers who felt they did not have enough impact on decision making were termed in the deprived state; those who felt their level of input to be adequate, as in a state of equilibrium; and those who felt their level of input should be less, as saturated. This study seems to indicate that simply more involvement will not necessarily lead to higher degrees of satisfaction, but that one must also take into account the extent to which teachers wish to be involved. That is, if teachers feel they would prefer less input (saturated state) into organizational decision making, the opportunity for more involvement will not lead to greater satisfaction.

Additionally Conway (1976) found supporting evidence for the distribution of the decisional states in a population of school teachers. The research resulted in the conclusion that administrators should exercise caution in involving teachers in the decision making process. The basis for the conclusion was

the differing decisional states of teachers.

While Belasco and Alluto (1972) and Conway (1976) found differing teacher decisional states, these researchers did not hypothesize why such differences might occur. If one views teacher input into the organizational decision process in the context of satisfying the need-disposition of individuals within a social system then one could infer that a reason for the differing decisional states of teachers might be the result of different values.

Parsons and Shils (1951) suggested that values were those aspects of the individual's orientation which commits them to norms, standards and expectations when they are in a situation which requires and allows them to make decisions. The value orientation which commits them to observe certain rules and behaviors are not random but tend to form a system of value orientations which bind the individual to some organized set of rules. These authors postulate that each need-disposition involves a combination of values which have been bound together to form an organized set. That is, an individual may have one set of values toward work, another toward family, and another toward social interactions.

Coughlin's (1969) research was aimed at defining the differing set of values which teachers hold toward work. Various

typologies of work values found in professionalized bureaucracies were cited by Coughlin (1969). For example:

In a study of a governmental office, Reissman (1949) found four types of bureaucratic and professional values; the functional bureaucrat identifying with a professional group; the specialist bureaucrat who is oriented to both bureaucratic and professional structures; the service bureaucrat who is oriented to clients and the bureaucratic mode; and the job bureaucrat motivated toward compliance to bureaucratic rules.

Two latent role types were found by Gouldner (1957) in a study of the conflict between professional and organizational commitments. Gouldner identified the two types as cosmopolitans and locals. The cosmopolitans were low on loyalty to the employing organization and high on commitment to specialized skills. Cosmopolitans were more likely to refer to groups outside the organization. The locals were high on loyalty to the employing organization and low on commitment to specialized skill roles. They were more likely to refer to groups within the organization.

In a study of the mobility patterns of superintendents of schools Carlson (1962) labeled the types similar to the cosmopolitans and locals as career-bound and place-bound superintendents.

Barnes (1960) in a study of engineers and technicians identified three social types. He labeled the three groups as professional, organizational, and social. The professional identified with the value system of science, the organizational with the value system of business, and socials with social, family, and religious values.

In analyzing these typologies, Coughlin (1969) concluded that members of an organization may identify with the formal organization, a professional collectivity outside the organization, or with the immediate work group. Following these concepts, research was conducted with public school teachers and the following work values were discovered:

1. Professional values--held by teachers who identify themselves with the values and goals of professionalism, knowledge and education, and field of specialization.

2. Organizational values--held by teachers who identify themselves with the values and goals of bureaucracy, conformity to system policy and rules, and promotion into supervisory positions.

3. Social values--held by teachers who identify themselves with the values and goals of membership in their school work group, home and family, and religion (Coughlin, p. 169).

These work values of individuals indicate a difference in the needs of individuals who occupy roles within the educational organization.

The thrust of this study is to explore the unaddressed relationship between the decisional states of teachers and

their work values. The exploration is based on the assumption that participation in organizational decision making is of importance to teachers and contributes to the satisfaction of their need-disposition. Also, there is an assumption by the investigator that the work values of teachers are related to the decisional states of public school teachers.

Statement of the Problem

The basic problem for this research is: Is there a relationship between the work values and the decisional states of public school teachers?

Specific research questions are:

1. Is there a relationship between teachers' social values and their decisional state?

2. Is there a relationship between teachers' professional values and their decisional state?

3. Is there a relationship between teachers' organizational values and their decisional state?

Definition of Terms

Decisional States. This term refers to the different conditions in which teachers feel they are functioning with regard to participation in organizational decision making. The decisional states are (Belasco and Alluto, 1972):

1. Deprived--teachers who feel they are not participating

as much as desired.

2. Equilibrium--teachers who feel their level of input to be adequate.

3. Saturated--teachers who feel their level of input is more than desired.

Work Values. This term refers to the differing beliefs and attitudes that teachers hold with regard to their working conditions. These work values are (Coughlin, 1969):

1. Professional Values--held by teachers who identify and conform to values and goals of professionalism, education, and fields of specialization.

2. Organizational Values--held by teachers who identify and conform to values and goals of bureaucracy, system policy and rules, and vie for promotion into supervisory positions.

3. Social Values--held by teachers who identify and conform to the values and goals of their immediate work group, home and family, and religion.

CHAPTER II

THEORETICAL FRAMEWORK AND RESEARCH

The bureaucratic concept of organization developed by Weber (1947) is defined with limits and boundaries for subordinates. The decision making authority is limited to matters pertaining to the office occupied by the incumbent. The power to make decisions flows in the traditional hierachical fashion from the superordinates to subordinates. Weber defends his bureaucratic model in the following manner:

> Experience tends universally to show that the purely bureaucratic type of administrative organization-that is, the monocratic variety of bureaucracy-is, from a purely technical point of view, capable of attaining the highest degree of efficiency and is in this sense formally the most rational known means of carrying out imperative control over human beings. It is superior to any other form in precision, in stability in the stringency of its discipline, and in its reliability... it divides personal responsibility, indeed in the larger bodies this disappears almost entirely, whereas in monocratic organizations it is perfectly clear without question where responsibility lies. Large-scale tasks which require quick and consistent solutions tend in general, for good technical reasons, to fall into the hands of monocratic "dictators" in whom all responsibility is concentrated (Weber, p. 337-339).

However, Fayol (1930) argued that administration should not be limited to an exclusive few but should be spread throughout the organization. He said that everyone should participate

to some extent in the decision making process, and the degree of responsibility and participation increases as one moves up in the hierarchy.

Follett (1940) argued that employees have a genuine community of interest and should contribute to the management of a company. She further stated that "The process of production is as important for the welfare of society as the product of production" (p. 141).

The Weberian concept largely ignores the psychological elements, the goals of individuals, the informal groups, and the influences of society. According to Rocher (1975), Parsons stated that an institution is a complex institutionalized integration of roles which is the structural significance in the social system. Therefore, a social system is a system of differentiated roles, individuals, and role-clusters. The emergent nature of a social system is the result of the attitudes, perceptions, beliefs, motivations, behavior, habits and expectations of its interacting members.

Getzels and Guba (1957) conceptualized the social system as consisting of two dimensions: the nomothetic deals with the roles and expectations of the institution; and the idiographic reflects the personalities and need-disposition of the individuals who inhabit the system. The interaction of both dimensions must be met with satisfaction to each dimension's needs.

Barnard (1964) referred to the nomothetic and idiographic as the effective and efficient. The effective dimension is concerned with the needs and purposes of the institution. Efficiency reflects the needs and satisfaction of the individuals connected with the organization. Barnard's concept was a system of interactions with the satisfaction of both dimensions being necessary to produce organizational equilibrium.

Presthus' (1962) study of organizations further elaborates social theory in labeling the dimensions as manifest and latent goals. The manifest goals are in terms of the organization purposes. The latent goals deal with the disposition of members of security, recognition, and self-realization.

Barnard's effective-efficiency, Getzels' nomothetic-idiographic, and Presthus' manifest-latent dimensions of an organization are describing essentially the same social theoretical concept. The authors agree there are two dimensions of an organization. The efficiency, idiographic, and latent dimensions deal with the needs of the workers. The effective, nomothetic and manifest describe the goals of the organization. The authors agree that both dimension's needs should be fulfilled to allow the organization to function.

San Diego (1977) states that the school is conceptualized as a social system and supervisory orientations as social process.

The school as an organization has certain role structures and expectations; these represent the nomothetic dimension. As an institution, the school has prescribed roles; and the incumbents of these institutional roles are expected by the organization to exhibit the kind of behavior which will contribute to the goals of the organization. The individuals within the organization with varying personalities and needs represent the idiographic dimension of the school.

The assumption that the need-disposition of teachers includes participation in organizational decision making and the need for participation is influenced by the incumbents' work values or value orientation provides the basis for this study.

Belasco and Alluto's (1972) research found that teachers differed in their preference for participation in the school's organizational decision making. They termed these differing states as deprived, equilibrium, and saturated. Teachers who felt they did not have enough impact on decision making were termed in the deprived state; those who felt their level of input to be adequate, as in a state of equilibrium; and those who felt their level of input should be less, as saturated.

Coughlin's (1969) research resulted in three work values for public school teachers. He termed these three values social, organizational, and professional. The teachers with social values

tended to identify with their school work group, home and family, and religion. The teachers with organizational values tended to identify with system policy and rules and worked toward promotion into supervisory positions. The teachers with professional values tended to identify with the goals of professionalism, knowledge, and their field specialization.

Assuming that relationships exist between teachers' work values and their decisional states leads to the following hypothesis:

Central Hypothesis: There is a relationship between teachers' work values and their decisional states.

Additional research questions to be explored are:

Research Question No. 1: To what extent do teachers who perceive of themselves as being in a deprived state with respect to decisional involvement tend to be the ones whose work values are social in nature?

Research Question No. 2: To what extent do teachers who perceive of themselves as being in an equilibrium state with respect to decisional involvement tend to be the ones whose work values are either professional or organizational in nature?

Research Question No. 3: To what extent do teachers who perceive of themselves as being in a saturated state with respect to decisional involvement tend to be the ones whose work values are either professional or organizational in nature?

CHAPTER III

RESEARCH DESIGN

Sampling

The subjects (N=91) used in this study are a cluster sample of teachers in the public schools of Wichita, Kansas. The clustering was necessary because of the research procedures dictated by the school's research department. The research department's reason for dictating these procedures was to keep certain schools from being used too often for research purposes.

Four elementary and one secondary school were selected and approved by the research department. The schools were located in four different areas of the city. In the judgement of the researcher there were no personnel placement procedures that would effect the representativeness of the subjects.

All of the elementary level teachers in the selected schools were given the questionnaires. Sixty instruments were distributed with a return of forty-seven. Sixty questionnaires were distributed to the secondary level teachers with a return of forty-four. The total of ninety-one (N=91) usable instruments represents the sample for this study with each teacher's response representing the unit of analysis.

Description of the Instruments

The variables for the decisional states (Table I) were derived from The Belasco-Alluto Decisional Scale (reliability coefficient .81), (Alluto, Note 1). It lists twelve decisional situations in which the respondent is asked to give a "yes-no" response. The score is derived by summing the number of decisions in which a teacher wishes to participate and the ones in which they are currently participating. The difference is then computed resulting in the teacher's decisional state. For example, if a teacher is participating in eight decisional situations and wishes to participate in ten situations, the difference of two would place the teacher in the deprived state (see Appendix A for questionnaire).

The variables for the work values were derived from the Coughlin Teacher Preference Audit to Measure Work Values. The Kuder-Richardson Formula 20 was used to determine the internal consistency reliability of the instrument resulting in a median score of .60 (1969, p. 184).

The Teacher Preference Audit is a self-rating, paired-comparison, paper and pencil inventory. It consists of problems in the areas of Professional-Organizational, Professional-Social, or Organizational-Social responses to each problem area. The problem areas relate to matters such as student discipline,

handling individual differences, planning classroom work, handling complaints, determining pupils' attitudes, rating teachers, handling parents' suggestions, operating within the framework of administrative policy, and providing incentives for better teaching. Combinations of responses to these problem areas appear in random order throughout the instrument. The respondents are instructed to circle either the A or B response to each problem. A profile is then developed utilizing the respondents' entire response pattern. The profile will identify the values and goals concerning professionalism, bureaucracy, and the immediate work group (1969), (see Appendix A for questionnaire).

Method of Collecting the Data

The collection of the data was conducted in the spring semester of the 1976-77 school year. The subjects were given the Belasco-Alluto Decisional Scale and the Coughlin Teacher Preference Audit simultaneously. The researcher distributed the instruments to the elementary teachers during the lunch breaks at their respective schools. When they had completed the questionnaires, they returned them to the school secretary. The investigator was responsible for picking up the completed questionnaires.

The secondary questionnaires were distributed by the investigator and the assistant principal of the school. The investigator distributed half the instruments during a lunch break and the

TABLE I

VARIABLES FOR STUDY

Domain	Variables	Source of Data
Decisional States	Deprived Equilibrium Saturated	Belasco-Alluto Decisional Scale
Work Values	Professional Organizational Social	Coughlin Teacher Preference Audit to Measure Work Values

assistant principal distributed the remainder during a faculty meeting. The purpose of the research was explained to the teachers during the meeting and no pressure was exerted to complete them. Upon completion of the instruments, they were returned to the school secretary and picked up by the investigator.

Method of Analyzing the Data

The primary interest of this study is to investigate the possibility of a relationship existing between the work values and decisional states of public school teachers. A statistical procedure was needed to test the implied relationship between the three work values (professional, organizational, and social) and the three decisional states (deprived, saturated, and equilibrium). According to Siegel (1956) the coefficient of contingency (C) provides an approximate test of relationship for nominal data such as that obtained in the present study. That is, the data for the present study were nominal since they were cast into a 3 X 3 contingency table and the frequencies for the nine cells within this table were determined. The chi-square (X^2) statistic is appropriate for testing the significance of the coefficient of contingency (C). That is, the coefficient of contingency (C) is the index which indicates the degree of relationship among nominal data, and the chi-square (X^2) statistic is the one used to

determine whether the relationship is significant (Kerlinger, 1973).

$$X^2 = \frac{(fo - fe)^2}{fe}$$

$$C = \frac{X^2}{X^2 + N}$$

Limitations

All the teachers included in this study were drawn from the public schools in Wichita, Kansas. Wichita is a city located in south central Kansas with a population of approximately three hundred thousand. The school population consists of about forty-seven thousand students and between twenty-eight and twenty-nine hundred teachers.

Cross-bussing for the purpose of integration has been in effect since the late nineteen hundred and sixties. The district strives for a ratio of about eighty per cent white to twenty per cent black in both the student and staff populations.

Any generalizations from this study should be made with the midwest urban setting and school conditions mentioned above in mind.

The representativeness of the schools which were selected was effected by the sampling procedures and should be considered a limitation of the study.

Another limitation is the definition of the variables. The

decisional states are limited to those as defined by Belasco and Alluto. The work values are limited to those as defined by Coughlin. Any generalizations from this study concerning the variables should be made with this limitation of the definition of the variables in mind.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

For the purpose of clarity in exposition, the findings are organized in this chapter with the hypothesis and research questions as a major side heading. That is, the data relevant to the hypothesis are presented, interpreted, and discussed in the first sub-section. The second sub-section contains a description and interpretation of the findings relevant to the first research question. A similar procedure is also followed in the third and fourth sub-sections where the findings relevant to the second and third research questions will be found.

Central Hypothesis

The central hypothesis for the study states that: There is a relationship between teachers' work values and their decisional states. The alpha level established for not accepting the hypothesis was set at the .05 level for the present study. Stated alternatively, the probability level for not accepting the hypothesis is set so that one would expect to obtain that large a value only five times in one hundred on the basis of chance alone. This protection level against a Type I error seemed reasonable since the chance of not accepting the hypothesis is only five out of one hundred. Such a protective level is the one most appropriate for exploratory

research with nonparametric statistics (Siegel, 1956).

The data for the present study were cast into a 3 X 3 contingency table and the coefficient of contingency was computed along with a chi-square to determine its significance. The operations involved in this procedure are shown in Table II along with the statistics thus obtained. A coefficient of contingency of .552 was obtained for the nominal data used in the present study. The chi-square value for this coefficient of contingency was 39.884 which with df=4, attained significance at the .0001 level. That is, one would expect to obtain this relationship less than one time in ten thousand on the basis of chance alone. This finding indicates there is a high degree of supporting evidence for the hypothesis. From the present findings, one can conclude that there is a significant relationship between the category of work values (social, professional, and organizational) expressed by public school teachers and the state of decisional involvement (deprived, equilibrium, and saturated) within which they perceive themselves.

The nature of the coefficient of contingency statistic is such that when one obtains a significant chi-square value, one can conclude that there is a meaningful relationship within the contingency table as a whole. However, there is no statistical procedure which can be used to test within-cell frequencies to

determine just what the relationship consists of or encompasses. In terms of the present study, we know only that the category of work values into which teachers fall is significantly related to the state of involvement that they perceive of themselves as being in with respect to organizational decision making. Yet, the absence of statistical justification does not necessarily prevent one from employing a rationalistic approach to examining the frequencies within the nine cells of the contingency table. With a rationalistic, qualitative analysis approach, one simply describes the data and makes interpretations on the basis of comparisons among them. As noted by Kaplan (1964), this approach is considered quite satisfactory in disciplines such as anthropology, sociology, and history but frowned upon in some areas of education and psychology. The essence of Kaplan's argument is that statistical analysis is not the only way of knowing, but that when descriptive data are used there are greater demands on the part of the investigator to develop his/her argument logically and show how the conclusions follow from the data. In accordance with Kaplan's (1964) formulations, the remainder of this chapter is concerned with a rationalistic-descriptive interpretation of the data within the cells of the contingency table.

Research Question No. 1

The first research question was phrased in the following terms:

To what extent do teachers who perceive of themselves as being in a deprived state with respect to decisional involvement tend to be the ones whose work values are social in nature? Examination of the cell frequencies in the first row of Table II shows the work values categories (social, professional, and organizational) of all of the teachers who perceived themselves as being deprived in terms of their degree of involvement in organizational decision making. By examining the frequencies in the first row, (Table II), one is able to see the extent to which teachers who view themselves as being in a deprived state of decisional involvement are also the ones who are oriented to social work values. Logically speaking, if the majority of the teachers who see themselves as being deprived with respect to involvement in organizational decision making also fall into the social work values category, then it would seem reasonable to surmise that this cell contributes substantially to the significance of the coefficient of contingency reported earlier. That is, one should be able to state to what extent teachers in the deprived state are also the ones who are socially oriented in their work values from looking at the relative frequencies of the cells within the first row. If, on the other hand, the cell frequencies in the first row are approximately even, then there would be reason to conclude that teachers in the deprived state do not tend to fall predominantly

TABLE II

CHI SQUARE DISTRIBUTION

DECISIONAL STATES AND WORK VALUES

Decisional States	Totals	Work Values: Social	Professional	Organizational	Row Total
Deprived	No.	62	4	7	73
	Row Pct.	84.9	5.5	9.6	80.2
	Col. Pct.	95.4	66.7	35.0	
	Tot. Pct.	68.1	4.4	7.7	
Equilibrium	No.	3	2	8	13
	Row. Pct.	23.1	15.4	61.5	14.3
	Col. Pct.	4.6	33.3	40.0	
	Tot. Pct.	3.3	2.2	8.8	
Saturated	No.	0.0	0.0	5	5
	Row. Pct.	0.0	0.0	100.0	5.5
	Col. Pct.	0.0	0.0	25.0	
	Tot. Pct.	0.0	0.0	5.5	
	Column Total	65	6	20	91
		71.4	6.6	22.0	100.0

Chi Square = 39.89 with 4 degrees of freedom; P = 0.0001
Contingency Coefficient = 0.55203

Chi Square must be larger than 9.49 to be significant at the .05 level with 4 degrees of freedom.

into the social category of work values (see Table II).

When the data in the first row of Table II are examined from the perspective of cell frequencies, one can see that there is evidence which indicates that the teachers who perceive themselves as being in a deprived state with respect to decisional involvement also tend to be the ones with socially oriented work values. Specifically, a total of seventy-three teachers perceived themselves as being deprived in terms of their involvement in the organizational decision process. Of these seventy-three, sixty-two fall in the first column which indicates they have socially oriented work values. In terms of percentages, 84.9% of the teachers in the deprived category were in the social category of work values. This information seems to constitute an adequate basis for concluding that there is a tendency for teachers who perceive themselves as being in a deprived state with respect to organizational decision making to have socially oriented work values. Thus, one is provided a tentative answer to this research question on the basis of qualitative analysis. The strength of this argument is evident when one observes that only eleven of the seventy-three teachers in the deprived state did not have socially oriented work values.

Research Question No. 2

The second research question was phrased in the following terms: To what extent do teachers who perceive of themselves as

being in an equilibrium state with respect to decisional involvement tend to exhibit work values which are either professional or organizational in nature? It is important to remember that the majority (73 of 91) of the teachers viewed themselves as being deprived in terms of their involvement in organizational decision making. This means that only eighteen of the teachers from a total sample of ninety-one perceived of themselves as being in the other two decisional states which are the major concern of this research question and also the third research question. Thus, one should remember that only a relatively small fraction of the total sample is to be considered in these two sections.

It is instructive to note that the majority (8 of 13) of the teachers who perceived themselves as being in the equilibrium state with respect to decisional involvement fell into the organizational category of work values. That is, teachers in an equilibrium state tend to identify themselves with the values and goals of the educational bureaucracy as well as valuing conformity to system policy and rules, and expressing interest in promotion to a supervisory position. From this finding, one might surmise that there are teachers who have been able to attune themselves to the values of the bureaucracy and obtain the degree of decisional involvement which is congruent with their vocational aspirations. Another way of describing this finding would be to state that the majority of

the teachers who perceive themselves as in the equilibrium state of involvement show values which are most like those of the administrative personnel to whom they are responsible. From this perspective, one might well surmise that these are the most promotable teachers in the school system. This hypothesis certainly seems to be worthy of consideration in future research.

Research Question No. 3

The third research question was phrased in the following terms: To what extent do teachers who perceive of themselves as being in a saturated state with respect to decisional involvement tend to be the ones whose work values are either professional or organizational in nature? All of the teachers (5 of 5) who perceived themselves in the saturated category of decision making also fell into the organizational category of work values. The teachers who perceived themselves as being actively involved to a point of saturation in the process of organizational decision making also hold organizational values congruent with those of the system and/or the administrative personnel to whom they are responsible. Specifically, the majority (13 of 18) of the teachers in the equilibrium or saturated states of decisional involvement also had organizational work values.

Demographic variable analysis which is not part of the problem statement (age, sex, years of experience, and level) can be found in Appendix C.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Summary

The central hypothesis for the study states that: There is a relationship between teachers' work values and their decisional states. Due to the chi square distribution score of 39.884 which with df=4 attains statistical significance at the .0001 level, one can report significance with confidence. From the findings in Chapter IV, one can conclude that there is a significant relationship between the work values (social, professional, and organizational) of public school teachers and their decisional states (deprived, equilibrium, and saturated).

The thrust of the first research question was toward examining the tendency of teachers who felt they were deprived in participating in organizational decision making to have social work values. Evidence indicates that teachers who perceive themselves as being in a deprived state with respect to decisional involvement also tend to be the ones with socially oriented work values. A total of seventy-three teachers perceived themselves as being deprived in terms of their involvement in the organizational decision process. Of these seventy-three, sixty-two felt they have social work values. In terms of percentages, 84.9% of

the teachers in the deprived category were in the social category of work values.

The second research question was concerned with examining the extent to which teachers who perceive themselves as being in an equilibrium state with respect to decisional involvement tend to be the ones whose work values are either professional or organizational in nature. The majority (8 of 13) of the teachers who perceived themselves as being in the equilibrium state with respect to decisional involvement fell into the organizational category of work values. That is, teachers in an equilibrium state tend to identify themselves with the values and goals of the educational bureaucracy as well as valuing conformity to system policy and rules, and expressing interest in promotion to a supervisory position.

The third research question was aimed at examining the extent to which teachers who perceive themselves as being in a saturated state with respect to decisional involvement tend to be the ones whose work values are either professional or organizational in nature. All of the teachers (5 of 5) who perceived themselves as being actively involved to a point of saturation in the process of organizational decision making are also the ones who hold organizational values congruent with those of the system and/or the administrative personnel to whom they are responsible. Specifically,

the majority (13 of 18) of the teachers in the equilibrium or saturated states of decisional involvement also were inclined to have organizational work values.

Conclusions

The chi square value shows that there is a meaningful relationship within the contingency table as a whole. However, there being no statistical procedure to test within-cell frequencies to determine what relationships do exist, conclusions must be made on an intuitive or qualitative basis.

Intuitively, it can be surmised that teachers within the sample who feel they are deprived in participation in organizational decision making tend to be socially oriented or have work values that are social in nature. This is based on the fact that sixty-two of sixty-five with social work values felt they were deprived in participation in organizational decision making. Likewise, it appears that those who feel they have work values other than social (professional and organizational) tend to perceive themselves as being in an equilibrium or saturated state of organizational decision making. However, one might note the relatively even distribution in the cells under the organizational column (see Table II) and conclude that organizational values and decisional states are not related. In speaking intuitively of relationships, one must remember that the significance of the

chi square finding in this research is directly applicable only to the data taken as a whole.

Implications

Implications from this study indicate there is a need to consider the values of teachers when administrators are formulating and implementing goals. Also, caution should be exercised by administrators in involving teachers in the decision making process. A large percentage (80.2%) of this sample did indicate a feeling of deprivation in the decision making process. This finding is not inconsistent with similar research conducted by Belasco and Alluto (1972), Conway (1976), and Best (1973), (see Table III).

Belasco and Alluto's research was conducted in two school districts located in western New York State. Data for their study were collected through use of the questionnaire survey technique. Usable responses from teachers in each district resulted in return rates of 60% and 75% with an N=427. They found 57.2% who felt they were deprived, 23.6% who felt they were in a state of equilibrium, and 19.2% who felt saturated.

Conway's study also was conducted in western New York State. Eleven schools were used, including a large city, and suburban and small rural districts. Utilizing a modified form of the Decisional Scale, the questionnaire survey technique was used with a 75%

TABLE III

COMPARISON OF DECISIONAL STATES IN FOUR STUDIES

Decisional State	Conway (N=166)	Belasco & Alluto (N=454)	Best (N=182)	Present Study (N=91)
Deprived	72.0%	57.2%	81.8%	80.2%
Equilibrium	24.4%	23.6%	15.9%	14.3%
Saturated	3.6%	19.2%	2.2%	5.5%

return rate resulting in an N=166. Conway found 72% who felt that they were deprived, 24.4% who felt they were in a state of equilibrium, and 3.6% who felt saturated.

Best's research conducted in the same New York State area and using the Belasco-Alluto Decisional Scale found essentially the same distribution of decisional states with the largest being in the deprived category and the fewest in the saturated state. He found (N=182) 81.8% who felt they were deprived, 15.9% who felt they were in a state of equilibrium, and 2.2% who felt saturated.

These studies along with the present study (see Table III) show essentially the same distribution of decisional states within their particular school samples.

In viewing teacher input into the organizational decision process in the context of satisfying the need-disposition of individuals within a social system, one finds supportive evidence from this study and those of Belasco and Alluto, Conway, and Best that this particular need is not being met.

Several implications for further research emerge as a result of this study. Why do teachers with social values feel deprived in their participation in organizational decision making? Are teachers with social values not having enough impact on the educational process? What changes in the educational process could come about if the deprived, socially oriented teachers were

operating at an equilibrium level in organizational decision making? Also, it might be beneficial heuristically to locate the source of the deprivation teachers seem to feel they possess. Is the source located at the building level or with central administration? That is, do teachers feel they are having sufficient input within their respective buildings but feel deprived with decisions that effect the system as a whole?

Further studies could engage in a search for causes and effects with regard to answering questions as to why there is such a large number of socially oriented, deprived teachers. Studies could also be designed using other statistical devices such as the Pearson "r" or analysis of variance to see if similar relationships exist.

Reference Note

1. Alluto, J. Personal communication, April 8, 1977.

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APPENDICES

APPENDIX A

THE DECISIONAL SCALE

DECISIONAL SITUATIONS

Circle the appropriate response: I feel I should participate				Circle the appropriate response: I feel I am participating	
Yes	No	1.	Hiring new faculty members	Yes	No
Yes	No	2.	Selecting instructional texts	Yes	No
Yes	No	3.	Resolving learning problems of individual students	Yes	No
Yes	No	4.	Determining appropriate instructional methods and techniques	Yes	No
Yes	No	5.	Establishing classroom disciplinary policies	Yes	No
Yes	No	6.	Establishing general instructional policies	Yes	No
Yes	No	7.	Planning school budgets	Yes	No
Yes	No	8.	Determining specific faculty assignments	Yes	No
Yes	No	9.	Resolving faculty members grievances	Yes	No
Yes	No	10.	Planning new buildings and facilities	Yes	No
Yes	No	11.	Resolving problems with community groups	Yes	No
Yes	No	12.	Determining faculty salaries	Yes	No

TEACHER PREFERENCE AUDIT

Circle the letter of the response you feel is most appropriate.

To handle teacher complaints effectively the principal should:

A. formulate sound rules and then apply them fairly and firmly when complaints arise.

B. resolve each complaint on the basis of its merits even if this occasionally means violating a rule.

To foster productive principal-teacher relations, the superintendent should:

A. allow principals flexibility in interpreting and applying administrative regulations.

B. insure that principals follow administrative regulations to the letter.

The principal will be more effective if he/she:

A. seeks to understand the feelings of teachers when problems arise in applying school rules.

B. avoids discussions with teachers which may undermine the impartial applications of school rules.

Supervisors can better assist teachers by:

A. providing them with a comprehensive statement of their job duties and privileges.

B. allowing them to define their own jobs in terms of the requirements of the work situation as they see it.

Top administrators will strengthen the district more by encouraging:

A. the school board to formulate sound policies governing the educational program.

B. individual teachers to exercise their own judgement in carrying out their work.

Better teachers are more concerned about:

A. adding to their knowledge in their field of specialization.

B. helping students solve problems of personal and social adjustment.

A teacher contributes more to the school by:

A. writing an article that is accepted by an educational journal.

B. serving as sponsor of a student social activity.

In judging performance, greater emphasis should be placed on a teacher's:

A. professional preparation and number of years of reliable service to the system.

B. demonstrated willingness to counsel with students who come to them with their problems and complaints.

The better teacher should:

A. subordinate lesson plans to the development of social relations among students in the classroom.

B. follow lesson plans carefully to achieve the instructional goals of the school.

The more desirable student is one who is:

A. friendly, enthusiastic, and willing to work cooperatively with others.

B. eager to learn, critical, and capable of keeping up with the class.

The typical teacher has greater needs for development in:

A. the substantive content of the subjects being taught.

B. understanding the needs, values, and goals of students.

The better way for a teacher to develop a new course of instruction is to:

A. apply the curriculum principles outlined by subject specialists in the superintendent's office.

B. consult with fellow teachers and base any decisions on their ideas and considered judgement.

The teacher should carry out the course of instruction most in keeping with the:

A. concepts and practices endorsed by fellow teachers in the school.

B. recommendations of curriculum and subject specialists in the superintendent's office.

The better teacher should be more concerned about:

A. being loyal and helpful to their fellow teachers in the school.

B. trying to understand the problems and point of view of the principal.

The better teacher will attept to develop in students:

A. the ability to live and work in harmony with others.

B. the basic skills for acquiring knowledge.

In judging performance, greater emphasis should be placed on a teacher's willingness and ability to:

A. work cooperatively with other teachers in tackling school problems.

B. experiment in the classroom with new programs and ideas.

To increase faculty effectiveness, the principal should concentrate more on:

A. building teamwork between teachers and district staff specialists

B. keeping teachers abreast of new developments in their field of specialization.

In scheduling classes, the principal should emphasize the teachers' opportunities to:

A. meet informally with one another to develop good social relations in the school.

B. pursue their own scholarly interests through reading programs, research, and publication.

In judging a teacher's qualifications for promotion into supervision, greater emphasis should be placed on the:

A. ability to practice good human relations in getting things done.

B. knowledge of the district's educational philosophy and curriculum program.

In making changes in a course of instruction, the teacher should:

A. check to see that the changes coincide with the best thinking and practice of teachers in the department.

B. rely on his/her own knowledge about content and methods in deciding about the changes to be made.

In handling minor infractions the better teachers would be more inclined to use disciplinary measures:

A. in keeping with their own knowledge about what is best for the students.

B. deemed appropriate by the majority of experienced teachers in the school.

The more effective way for teachers to develop achievement tests is to:

A. use their own knowledge and judgement in constructing the tests.

B. consult with teachers in their department and base their decision on their combined experiences.

APPENDIX B

DATA OF THE TEACHERS' RESPONSES

FOR WORK VALUES AND DECISIONAL STATES

Tchr	Yrs Exp	Age	Sex	WV	DS	Level
1	0-9	40-49	F	Soc	Dep	Elem
2	0-9	20-29	F	Soc	Dep	Elem
3	20-29	40-49	F	Org	Dep	Elem
4	10-19	40-49	M	Soc	Dep	Elem
5	10-19	30-39	F	Soc	Dep	Elem
6	30-	50-	F	Soc	Dep	Elem
7	0-9	40-49	F	Soc	Dep	Elem
8	20-29	40-49	F	Soc	Dep	Elem
9	0-9	20-29	F	Soc	Dep	Elem
10	10-19	30-39	F	Soc	Dep	Elem
11	30-	50-	F	Soc	Dep	Elem
12	0-9	20-29	M	Prof	Dep	Elem
13	10-19	40-49	F	Soc	Dep	Elem
14	10-19	30-39	F	Soc	Dep	Elem
15	30-	50-	F	Soc	Equ	Elem
16	10-19	30-39	M	Soc	Dep	Elem
17	20-29	50-	F	Soc	Dep	Elem
18	0-9	40-49	F	Soc	Equ	Elem
19	10-19	30-39	F	Soc	Dep	Elem
20	0-9	20-29	F	Soc	Dep	Elem
21	10-19	50-	F	Soc	Dep	Elem
22	0-9	20-29	F	Soc	Dep	Elem
23	30-	50-	F	Soc	Dep	Elem
24	20-29	40-49	F	Soc	Dep	Elem
25	10-19	40-49	F	Soc	Dep	Elem
26	0-9	20-29	F	Soc	Dep	Elem
27	30-	50-	F	Org	Dep	Elem
28	10-19	30-39	M	Soc	Dep	Elem
29	0-9	40-49	M	Soc	Dep	Elem
30	0-9	20-29	F	Soc	Dep	Elem
31	10-19	40-49	F	Org	Dep	Elem
32	0-9	30-39	F	Org	Dep	Elem
33	10-19	30-39	F	Soc	Dep	Elem
34	0-9	30-39	F	Soc	Dep	Elem
35	20-29	50-	F	Soc	Dep	Elem
36	20-29	40-49	F	Soc	Dep	Elem
37	10-19	30-39	M	Org	Equ	Elem
38	20-29	50-	F	Soc	Equ	Elem

Continuation: Data

Tchr	Yrs Exp	Age	Sex	WV	DS	Level
39	20-29	50-	F	Org	Sat	Elem
40	20-29	40-49	F	Org	Sat	Elem
41	10-19	30-39	M	Soc	Dep	Elem
42	10-19	30-39	F	Soc	Dep	Elem
43	0-9	30-39	F	Soc	Dep	Elem
44	20-29	50-	F	Soc	Dep	Elem
45	20-29	50-	F	Soc	Dep	Elem
46	10-19	40-49	F	Soc	Dep	Elem
47	20-29	40-49	F	Soc	Dep	Elem
48	20-29	40-49	F	Soc	Dep	Sec
49	0-9	20-29	F	Soc	Dep	Sec
50	30-	50-	M	Soc	Dep	Sec
51	0-9	40-49	F	Soc	Dep	Sec
52	20-29	40-49	M	Prof	Equ	Sec
53	0-9	40-49	F	Org	Dep	Sec
54	0-9	20-29	F	Soc	Dep	Sec
55	0-9	20-29	M	Soc	Dep	Sec
56	0-9	40-49	F	Soc	Dep	Sec
57	0-9	30-39	M	Soc	Dep	Sec
58	20-29	40-49	M	Soc	Dep	Sec
59	20-29	40-49	M	Soc	Dep	Sec
60	10-19	30-39	M	Soc	Dep	Sec
61	10-19	40-49	F	Soc	Dep	Sec
62	10-19	30-39	M	Soc	Dep	Sec
63	30-	50-	M	Org	Sat	Sec
64	30-	50-	M	Soc	Dep	Sec
65	20-29	50-	M	Soc	Dep	Sec
66	20-29	50-	M	Soc	Dep	Sec
67	10-19	50-	F	Soc	Dep	Sec
68	20-29	50-	M	Prof	Dep	Sec
69	20-29	50-	M	Soc	Dep	Sec
70	30-	50-	M	Soc	Dep	Sec
71	20-29	40-49	M	Prof	Dep	Sec
72	20-29	50-	M	Prof	Dep	Sec
73	0-9	30-39	F	Soc	Dep	Sec
74	10-19	30-39	M	Soc	Dep	Sec
75	20-29	50-	M	Org	Sat	Sec
76	10-19	30-39	M	Soc	Dep	Sec
77	10-19	40-49	F	Org	Equ	Sec
78	0-9	30-39	F	Soc	Dep	Sec

Continuation: Data

Tchr	Yrs Exp	Age	Sex	WV	DS	Level
79	30-	50-	F	Org	Sat	Sec
80	10-19	30-39	M	Prof	Equ	Sec
81	20-29	50-	F	Org	Equ	Sec
82	0-9	20-29	M	Soc	Dep	Sec
83	20-29	50-	F	Org	Equ	Sec
84	20-29	40-49	F	Org	Equ	Sec
85	10-19	40-49	F	Soc	Equ	Sec
86	0-9	20-29	F	Org	Equ	Sec
87	20-29	50-	M	Org	Dep	Sec
88	20-29	40-49	F	Org	Equ	Sec
89	10-19	30-39	M	Soc	Dep	Sec
90	0-9	20-29	M	Soc	Dep	Sec
91	0-9	20-29	F	Soc	Dep	Sec

APPENDIX C

DEMOGRAPHIC VARIABLES ANALYSIS

Years of Experience

Age

Sex

Level

TABLE IV

CHI SQUARE DISTRIBUTION

YEARS OF EXPERIENCE AND DECISIONAL STATES

Years of Experience	Totals	Decisional States: Deprived	Equilibrium	Saturated	Row Total
0-9	No.	25	2	0	27
	Row Pct.	92.6	7.4	0.0	29.7
	Col. Pct.	34.2	15.4	0.0	
	Tot. Pct.	27.5	2.2	0.0	
10-19	No.	22	4	0	26
	Row Pct.	84.6	15.4	0.0	28.6
	Col. Pct.	30.1	30.8	0.0	
	Tot. Pct.	24.2	4.4	0.0	
20-29	No.	19	6	3	28
	Row Pct.	67.9	21.4	10.7	30.8
	Col. Pct.	26.0	46.2	60.0	
	Tot. Pct.	20.9	6.6	3.3	
30-	No.	7	1	2	10
	Row Pct.	70.0	10.0	20.0	11.0
	Col. Pct.	9.6	7.7	40.0	
	Tot. Pct.	7.7	1.1	2.2	
	Column Total	73	13	5	91
		80.2	14.3	5.5	100.0

Chi Square = 11.42 with 6 degrees of freedom;
P = 0.0763; Contingency Coefficient = 0.33387

Chi Square must be larger than 12.59 to be significant at the .05 level with 6 degrees of freedom.

TABLE V

CHI SQUARE DISTRIBUTION

YEARS OF EXPERIENCE AND WORK VALUES

Years of Experience	Totals	Work Values: Social	Professional	Organizational	Row Total
0-9	No.	23	1	3	27
	Row Pct.	85.2	3.7	11.1	29.7
	Col. Pct.	35.4	16.7	15.0	
	Tot. Pct.	25.3	1.1	3.3	
10-19	No.	21	1	4	26
	Row Pct.	80.8	3.8	15.4	28.6
	Col. Pct.	32.3	16.7	20.0	
	Tot. Pct.	23.1	1.1	4.4	
20-29	No.	14	4	10	28
	Row Pct.	50.0	14.3	35.7	30.8
	Col. Pct.	21.5	66.7	50.0	
	Tot. Pct.	15.4	4.4	11.0	
30-	No.	7	0	3	10
	Row Pct.	70.0	0.0	30.0	11.0
	Col. Pct.	10.8	0.0	15.0	
	Tot. Pct.	7.7	0.0	3.3	
	Column Total	65	6	20	91
		71.4	6.6	22.0	100

Chi Square = 11.31 with 6 degrees of freedom;
P = 0.0793; Contingency Coefficient = 0.33247

Chi Square must be larger than 12.59 to be sufficient at the .05 level with 6 degrees of freedom.

TABLE VI

CHI SQUARE DISTRIBUTION

DECISIONAL STATES AND AGE

		Decisional States			
Age	Totals	Deprived	Equilibrium	Saturated	Row Total
20-29	No.	13	1	0	14
	Row Pct.	92.9	7.1	0.0	15.4
	Col. Pct.	17.8	7.7	0.0	
	Tot. Pct.	14.3	1.1	0.0	
30-39	No.	17	2	0	19
	Row Pct.	89.5	10.5	0.0	20.9
	Col. Pct.	23.3	15.4	0.0	
	Tot. Pct.	18.7	2.2	0.0	
40-49	No.	24	6	1	31
	Row Pct.	77.4	19.4	3.2	34.1
	Col. Pct.	32.9	46.2	20.0	
	Tot. Pct.	26.4	6.6	1.1	
50-	No.	19	4	4	27
	Row Pct.	70.4	14.8	14.8	29.7
	Col. Pct.	26.0	30.8	80.8	
	Tot. Pct.	20.9	4.4	4.4	
	Column Total	73 80.2	13 14.3	5 5.5	91 100

Chi Square = 8.46 with 6 degrees of freedom;
P = 0.2062; Contingency Coefficient = 0.29167

Chi Square must be larger than 12.59 to be significant at the .05 level with 6 degrees of freedom.

TABLE VII

CHI SQUARE DISTRIBUTION

WORK VALUES AND AGE

		Work Values			
Age	Totals	Social	Professional	Organizational	Row Total
20-29	No.	12	1	1	14
	Row Pct.	85.7	7.1	7.1	15.4
	Col. Pct.	18.5	16.7	5.0	
	Tot. Pct.	13.2	1.1	1.1	
30-39	No.	16	1	2	19
	Row Pct.	84.2	5.3	10.5	20.9
	Col. Pct.	24.6	16.7	10.0	
	Tot. Pct.	17.6	1.1	2.2	
40-49	No.	21	2	8	31
	Row Pct.	67.7	6.5	25.8	34.1
	Col. Pct.	32.3	33.3	40.0	
	Tot. Pct.	23.1	2.2	8.8	
50-	No.	16	2	9	27
	Row Pct.	59.3	7.4	33.3	29.7
	Col. Pct.	24.6	33.3	45.0	
	Tot. Pct.	17.6	2.2	9.9	
	Colum	65	6	20	91
	Total	71.4	6.6	22.0	100

Chi Square = 5.86 with 6 degrees of freedom;
P = 0.4384; Contingency Coefficient = 0.55203

Chi Square must be larger than 12.59 to be significant at the .05 level with 6 degrees of freedom.

TABLE VIII

CHI SQUARE DISTRIBUTION

SEX AND DECISIONAL STATES

		Decisional States			
Sex	Totals	Deprived	Equilibrium	Saturated	Row Total
Male	No.	27	3	2	32
	Row Pct.	84.4	9.4	6.3	35.2
	Col. Pct.	37.0	23.1	40.0	
	Tot. Pct.	29.7	3.3	2.2	
Female	Row	46	10	3	59
	Row Pct.	78.0	16.9	5.1	64.8
	Col. Pct.	63.0	76.9	60.0	
	Tot. Pct.	50.5	11.0	3.3	
	Column Total	73	13	5	91
		80.2	14.3	5.5	100

Chi Square = 0.99 with 2 degrees of freedom;
P = 0.6094; Contingency Coefficient = 0.10377

Chi Square must be larger than 5.99 to be significant at the .05 level with 2 degrees of freedom.

TABLE IX

CHI SQUARE DISTRIBUTION

SEX AND WORK VALUES

		Work Values			
Sex	Totals	Social	Professional	Organizational	Row Total
Male	No.	22	6	4	32
	Row Pct.	68.8	18.8	12.5	35.2
	Col. Pct.	33.8	100.0	20.0	
	Tot. Pct.	24.2	6.6	4.4	
Female	No.	43	0	16	59
	Row Pct.	72.9	0.0	27.1	64.8
	Col. Pct.	66.2	0.0	80.0	
	Tot. Pct.	47.3	0.0	17.6	
	Column Total	65 71.4	6 6.6	20 22.0	91 100

Chi Square = 13.13 with 2 degrees of freedom;
P = 0.0014; Contingency Coefficient = 0.35509

Chi Square must be larger than 5.99 to be significant at the .05 level with 2 degrees of freedom.

TABLE X

CHI SQUARE DISTRIBUTION

LEVEL AND DECISIONAL STATES

		Decisional States			
Level	Totals	Deprived	Equilibrium	Saturated	Row Tota
Elementary	No.	41	4	2	47
	Row Pct.	87.2	8.5	4.3	51.6
	Col. Pct.	56.2	30.8	40.0	
	Tot. Pct.	45.1	4.4	2.2	
Secondary	No.	32	9	3	44
	Row Pct.	72.7	20.5	6.8	48.4
	Col. Pct.	43.8	69.2	60.0	
	Tot. Pct.	35.2	9.9	3.3	
	Column Total	73	13	5	91
		80.2	14.3	5.5	100

Chi Square = 3.14 with 2 degrees of freedom;
P = 0.2083; Contingency Coefficient = 0.18255

Chi Square must be larger than 5.99 to be significant at the .05 level with 2 degrees of freedom.

TABLE XI

CHI SQUARE DISTRIBUTION

LEVEL AND WORK VALUES

		Work Values			
Level	Totals	Social	Professional	Organizational	Row Total
Elementary	No.	37	1	9	47
	Row Pct.	78.7	2.1	19.1	51.6
	Col. Pct.	56.9	16.7	45.0	
	Tot. Pct.	40.7	1.1	9.9	
Secondary	No.	28	5	11	44
	Row Pct.	63.6	11.4	25.0	48.4
	Col. Pct.	43.1	83.3	55.0	
	Tot. Pct.	30.8	5.5	12.1	
	Column Total	65 71.4	6 6.6	20 22.0	91 100

Chi Square = 4.01 with 2 degrees of freedom;
P = 0.1341; Contingency Coefficient = 0.20564

Chi Square must be larger than 5.99 to be significant at the .05 level with 2 degrees of freedom.